



Final Program Evaluation

Supporting Workforce Training and Development for Deaf Youth in Jamaica

Program Evaluators

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Program Sponsors

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Section 1: Acknowledgements

The evaluation team would like to extend our heartfelt gratitude to those who took time out of their busy schedules to make this report possible. The Jamaican Sign Language interpreters, drivers, and hosts were wonderful representatives of the people of Jamaica and this report would not have happened without their help. The team would also like to thank the interviewees for their input, including students, teachers and administrators at various schools, as well as representatives from the Jamaican Ministry of Education, the Jamaica Association for the Deaf, Sandals Foundation, and USAID. Special thanks are due to Junior Achievement Jamaica's Ms. Stephanie McIntyre and Global Deaf Connection's Mr. Joel Runnels for the logistical support they provided to the team throughout the evaluation process. The team would also like to thank the Midterm Process Evaluation Capstone team from the Humphrey School of Public Affairs for their advice and Professor Sherry Gray for her invaluable wisdom and guidance.

Section 2: Acronyms

This section of the report will provide definitions for the various acronyms used throughout the remainder of the report.

CCCD: Caribbean Christian Centre for the Deaf is a faith-based organization located in Lewisburg, West Virginia, United States of America that operates three deaf and hard-of-hearing boarding schools in Jamaica. The schools are located in Kingston, Mandeville, and Montego Bay. Founded in 1958, CCCD requires funding from private donors and churches, and a yearly grant from the Jamaican government to run their schools. It also relies on a steady influx of missionary groups from the United States to provide infrastructure support for their schools.

DCF: Deaf Culture Facilitators are deaf Jamaican adults who assist classroom teachers, generally teachers who are not deaf, in educating deaf and hard-of-hearing students. DCFs use sign language to ensure that students properly understand Junior Achievement lesson plans. Given that Jamaican Sign Language is not standardized across Jamaica, part of the DCF's role is to make sure that the appropriate signs are being conveyed to students.

GDC: Global Deaf Connection is a Minnesota-based 501c3 non-governmental organization that runs programs in the Caribbean and East Africa. GDC's mission is to increase social, economic, and educational opportunities for deaf and hard-of-hearing students around the world, with the intent of providing these students with an equal opportunity for higher education and employment. Global Deaf Connection has partnered with Junior Achievement Jamaica in the *Supporting Workforce Development and Training in Jamaica* program to adapt JA curriculum for deaf and hard-of-hearing students.

JA: Junior Achievement is an organization devoted to improving work readiness, financial literacy, and entrepreneurship for children in need around the world. JA programs focus on important concepts required for proper participation and success in their country's economy. These concepts include job creation, business development, wealth creation, and wealth management.

JAD: The Jamaican Association for the Deaf provides educational opportunities, training, and other services to deaf and hard-of-hearing Jamaicans. JAD is the oldest non-governmental organization in Jamaica that works on deaf issues. Their mission is to better integrate deaf and hard-of-hearing students into Jamaican society through educational and workforce training programs. The association oversees five schools and two deaf education units within hearing schools in Jamaica.

MoE: The Jamaican Ministry of Education is the governmental department that oversees curriculum standards and administration of most Jamaican schools. In the deaf and hard-of-hearing community, the MoE partners with JAD to administer five deaf schools and two deaf education units.

JSL: Jamaican Sign Language is the primary sign language used in Jamaica by deaf and hard-of-hearing people. JSL is not standardized and signs vary based on geographic settings. For example, urban and rural settings frequently have slightly different signs. JSL is used in conjunction with American Sign Language (ASL) when teaching and communicating with deaf people.

ASL: American Sign Language is used in Jamaica by the deaf and hard-of-hearing. Since JSL is not standardized in Jamaica, students and teachers use ASL in combination with JSL.

Section 3: Executive Summary

This report is the product of an external evaluation of the implementation of the USAID-funded program “Supporting Workforce Development for the Deaf Community in Jamaica.” The final evaluation is a requirement of the main funding institution (USAID) and holds the program accountable to its stakeholders. The evaluation was commissioned by Junior Achievement Jamaica (JAJ) and Global Deaf Connection (GDC), and was assigned as a capstone project to five graduate students at the Humphrey School of Public Affairs, University of Minnesota (Minneapolis, MN).

The purpose of the evaluation is to assess the program’s implementation over the three-year funding period from February, 2011 to February, 2014. The report documents recommendations, which are included herein to inform Junior Achievement Jamaica and Global Deaf Connection of best practices for program implementation and how they can be utilized in the current project or similar future projects.

The program is administered by Junior Achievement Jamaica in partnership with Global Deaf Connection and was introduced in February 2011. The long-term goal of the program is “*to enhance access to literacy, employment and entrepreneurial opportunities for deaf and hard-of-hearing Jamaican primary and secondary school students and school leavers through equal rights inclusion in the Junior Achievement Jamaica program with specialized support services.*”. The initial short-term objectives and core activities of the program are:

1. Capturing baseline data
2. Creating JSL resource materials
3. Capacity building for teachers of deaf or hard-of-hearing students and JA staff
4. Inclusion of deaf students into the JA program
5. Mentoring deaf and hard-of-hearing students
6. Conducting monitoring and evaluation to assess the implementation of the project

JAJ, with technical support from GDC, has modified Junior Achievement’s workforce readiness curriculum materials for deaf students. They have created sign-language reference books for teachers and DVDs with actors who translate the course concepts into JSL. These materials supplement other Junior Achievement materials, such as storybooks, posters, and workbook activities. JAJ has implemented this curriculum in ten schools and units for deaf or hard-of-hearing students, as well as two vocational programs.

The team utilized the following data collection methods to evaluate the implementation of the program:

1. Semi-structured interviews of 51 stakeholders
2. Review of documents, including curriculum materials and previous evaluation reports
3. Participant observation of curriculum

The findings of this evaluation revealed several trends:

1. Teachers and students generally find the curriculum materials practical and engaging.
2. The trainings that JAJ and GDC provide for teachers have built their teaching capacity.
3. Teachers and principals rated the program's implementation highly. There are some issues with not having enough time in the school day to teach the curriculum, and some materials are not culturally appropriate.
4. Several deaf Jamaican mentors have recorded their life stories on DVD to serve as inspiration for deaf and hard-of-hearing students. It has been difficult to find mentors who have time to visit students in their classrooms.
5. JAJ and GDC have strong, on-going relationships with the schools they work with. This allows them to monitor the program, but there is a lack of consistency in recording and reporting student progress.

Several best practices emerged from the evaluation results:

1. JAJ's partnership with an organization with deaf expertise was integral to the success of the program. GDC provided the technical expertise necessary for adapting the curriculum.
2. It is important to have flexibility in the time of curriculum delivery, so teachers can deliver the material at a time that is most convenient. This also helps to integrate Junior Achievement curriculum with core coursework.
3. JAJ and GDC have employed the use of visual media to good effect. Deaf and hard-of-hearing students are visual learners, so this material helps them understand the concepts.
4. JAJ/GDC continually follow up with schools, which provides on-going resources and monitoring.
5. JAJ/GDC have used resources provided by the Jamaican Association for the Deaf, a deaf community organization. JAD serves as a liaison between JAJ/GDC and the deaf community, and advise on issues that are important to the deaf community.
6. It is important to have Deaf Culture Facilitators in the classroom because they bridge communication gaps between teachers and students.
7. Approval from the Ministry of Education is necessary for the implementation of JA curriculum in schools administered by the MoE. JAJ/GDC have worked with the MoE to good effect.

The evaluation team has several recommendations regarding the replicability of this or similar inclusion projects:

1. Cooperate with the governing education authority so they will support the program and provide resources for it.
2. Ensure materials and concepts are culturally relevant to students to increase the level of student understanding.
3. Collaborate with the local deaf community to lend credibility to the program and find mentors for students.
4. Empower participating schools to act on their own and improve the curriculum in a manner that is appropriate for their setting.

The following recommendations regard the sustainability of this program in Jamaica:

1. Teachers should choose the curriculum based on their students' level of education to ensure that the curriculum is appropriate for their students.
2. Provide more sign language glossaries for teachers and students, and consider creating these as a video resource.
3. Improve the curriculum monitoring process to ensure there is consistency within and between schools in testing student progress.
4. Encourage teachers to modify curriculum materials to ensure that they are culturally relevant to students.

The evaluation determined that JAJ, in collaboration with GDC, has implemented the Junior Achievement curriculum in an inclusive and non-discriminatory manner. The implementation of the curriculum has added value to deaf and hard-of-hearing education in Jamaica. The majority of teachers, principals and deaf culture facilitators reported that the curriculum was beneficial in providing deaf or hard-of-hearing students workforce readiness training, and there is widespread enthusiasm for continuing the program.

Section 4: Country Background

This section of the report will outline key details of Jamaica's history, economy, and demographics to provide a background for the context within which Junior Achievement Jamaica and Global Deaf Connection implement this program.



Jamaica is an island nation located in the Caribbean Sea that gained independence from Great Britain in 1962, though it still remains a part of the British Commonwealth. The Government of Jamaica is a parliamentary democracy seated in the capital city of Kingston on Jamaica's southern coast. Kingston is also the largest city and is home to 35% of the country's 2.7 million population.¹

The World Bank has classified Jamaica as an "upper middle income" country with a 2012 per capita income of \$5,130. As of 2010, 17.6% of the population lives below the poverty line,² the majority of whom live in rural areas. The majority of the urban population is concentrated in Kingston and Montego Bay. As of 2012, Jamaica's GDP was \$14.75 billion and the annual growth rate was 0%.³ The service industry, specifically tourism, constitutes the largest share of Jamaica's GDP at 64.1%.⁴

¹ "Jamaica Population 2014 - World Population Review." 2013. 14 May, 2014.
<<http://worldpopulationreview.com/countries/jamaica-population/>>

² "Jamaica." *World Data Bank*. <http://data.worldbank.org/country/jamaica>.

³ Ibid.

⁴ "The World Factbook - Jamaica" *The CIA World Factbook*. <https://www.cia.gov/library/publications/the-world-factbook/geos/jm.html>.

Jamaica's unemployment rate dropped to 14.9% in the last quarter of 2013, down from 15.4% in the third quarter.⁵ Jamaica is particularly susceptible to global recessions due to the heavy dependence on the service industry and tourism. As a result, unemployment in Jamaica tends to increase with recessions and was significantly affected by the global recession in 2009. Unemployment among youth, ages 20 to 24, is especially high. This rate was estimated at 35.2% at the end of 2013.⁶ Youth unemployment is not only a significant labor issue for Jamaica, but particularly among young males, and is connected to high rates of violent crime and drug trafficking in Jamaica.

The education system in Jamaica seeks to combat issues of unemployment and violent crime. The Jamaican Ministry of Education (MoE) administers the majority of Jamaica's early childhood, primary, secondary, higher learning, and special education schools. These schools strictly follow the school guidelines and curriculum that are mandated by the MoE. A small number of schools are administered by faith-based organizations that operate in Jamaica, which have arisen from the country's deep Christian roots.

⁵ "Unemployment Rates By Age Group." *Statistical Institute of Jamaica*.
<http://statinja.gov.jm/LabourForce/UnemploymentRatesByAgeGroup.aspx>.

⁶ Ibid.

Section 5: The Development Problem

This section will detail the issues directly related to education for deaf and hard-of-hearing youth and present the need for an intervention.

Although the exact number of deaf and hard-of-hearing persons is not known, the Jamaica Deaf Association estimates that this number is roughly 27,000.⁷ This is approximately 1.2% of the population, while 6.3% represents the proportion of the population that identifies themselves as disabled.⁸ The employment rate for deaf and hard-of-hearing people in Jamaica is approximately 2%.⁹ This low rate results from the small number of qualified deaf and hard-of-hearing individuals in the labor force. In addition, there is a strong negative stigma that surrounds people with disabilities in the society. This is further exacerbated by the fact that a majority of businesses in Jamaica are not equipped to accommodate people with disabilities.

In 2007, Jamaica was the first country to sign and ratify the United Nations Convention on the Rights of Persons with Disabilities.¹⁰ However, for the last seven years, the Jamaican government has been unable to pass the National Disability Act. This act, if signed, would provide enforceable legal rights and protection for the disabled community.¹¹

Identification of hearing disabilities is not done systematically, so the age of diagnosis varies widely. Children who are diagnosed as hard-of-hearing rarely receive hearing aids or hearing therapy. Reasons for this include an inability to afford these things, lack of hearing aid technology and a lack of professionals capable of developing and prescribing such technology.¹² Many hard-of-hearing children are thus functionally deaf and do not have any opportunities to obtain hearing aids.

Deaf and hard-of-hearing students often start school later than that of their hearing peers. This is frequently a result of parents not being aware of schools for deaf or hard-of-hearing students, but is also caused by a lack of space in schools for children with hearing disabilities. Because deaf students start school later, a student's level of knowledge frequently does not correspond to the grade level to which a student of his or her age typically belongs. The lack of early education

⁷ "Deaf in Jamaica - Joshua Project." 2014. 7 May, 2014.

⁸ "Persons with Disabilities - Vision 2030 Jamaica." 2011. 7 May, 2014
<http://www.vision2030.gov.jm/Portals/0/Sector_Plan/Microsoft%20Word%20-%20Persons%20with%20Disabilities%20pdf.pdf>

⁹ Parks, E. "A Sociolinguistic Profile of the Jamaican Deaf Community." 2011. <<http://www-01.sil.org/silesr/2011/silesr2011-026.pdf>>

¹⁰ "JCPD Updates: Ministry of Labour and Social Security." 2007. 7 May, 2014
<<http://www.mlss.gov.jm/pub/index.php?artid=27>>

¹¹ "Persons with Disabilities - Vision 2030 Jamaica." 2011. 7 May, 2014
<http://www.vision2030.gov.jm/Portals/0/Sector_Plan/Microsoft%20Word%20-%20Persons%20with%20Disabilities%20pdf.pdf>

¹² Runnels, J. 18 March, 2014. Personal interview.

also leads to low levels of English language literacy. When deaf students graduate from secondary school, their academic achievements are generally far behind those of hearing students, placing them at a distinct disadvantage in the job market.

The general attitude towards the disabled community has improved over time, but is still fairly negative. In a 2001 survey, 60% of Jamaicans felt that people with a disability is a burden to society.¹³ The study further states that 18% of Jamaicans believe that children with disabilities have evil spirits, or are a means of punishment for the mother seeing a disabled individual while pregnant. These stigmas negatively affect self-esteem and diminish the agency of persons living with disabilities.

As seen below in Table 1, there are twelve schools for the deaf and hard-of-hearing in Jamaica and two vocational programs for deaf adults.

Table 1: Deaf Schools and Institutions in Jamaica

Primary and Secondary Institutions		Location	Geographical Setting
CCCD	CCCD, Knockpatrick	Mandeville	Rural
CCCD	CCCD, Cassia Park	Kingston	Urban
CCCD	CCCD, Montego Bay	Montego Bay	Rural
JAD	Danny Williams School for the Deaf	Kingston	Urban
JAD	Lister Mair/Gilby High School for the Deaf	Kingston	Urban
JAD	JAD Pre-School for the Deaf	Kingston	Urban
JAD	May Pen Unit for the Deaf	May Pen	Rural
JAD	EdEx Unit for the Deaf	Kingston	Urban
JAD	Port Antonio Unit for the Deaf	Port Antonio	Rural
JCSD	Jamaica Christian School for the Deaf	Montego Bay	Rural
Menonite Church	Maranatha School for the Deaf	St. Elizabeth	Rural
JAD	St. Christopher's School for the Deaf	Brown's Town	Rural
Vocational Institutions			
CCCD	Jamaican Deaf Village	Mandeville	Rural
JAD	Continuing Education Unit for the Deaf	Kingston	Urban

¹³ Parks, E. "A Sociolinguistic Profile of the Jamaican Deaf Community." 2011. <<http://www-01.sil.org/silesr/2011/silesr2011-026.pdf>>

The MoE and the Jamaican Association for the Deaf administer six schools, and the others are administered privately by Christian organizations, including the Caribbean Christian Centre for the Deaf (CCCCD), the Jamaican Christian School for the Deaf (JCSD), and the Mennonite Church. Schools are located in both urban and rural settings across the country, and include students from a variety of socioeconomic backgrounds. Other MoE-administered schools that are primarily for hearing students operate deaf and hard-of-hearing units within those schools. CCCCD administers three boarding schools for the deaf and hard-of-hearing, while JCSD operates one boarding school. These schools have significantly more flexibility regarding curriculum standards and daily structure for students, as they are not subject to most MoE guidelines.

Deaf and hard-of-hearing students and their teachers use both Jamaican Sign Language (JSL) and American Sign Language (ASL) in school. Jamaican Sign Language is not standardized across Jamaica, so students often learn different signs for words based on a number of different geographic variables including differences in signs between students from rural and urban areas, differences between the major urban centers, and differences across the various parishes in Jamaica. As a result, education for the deaf and hard-of-hearing in Jamaica uses a combination of various dialects of JSL and ASL.

Section 6: Program Summary and Background

This section of the report will provide background information on the partnership between Junior Achievement Jamaica and Global Deaf Connection, as well as a summary of the *Supporting Workforce Development for the Deaf Community in Jamaica* program.

Junior Achievement (JA) was founded in 1919 and is a U.S.-based nonprofit organization that focuses on workforce and entrepreneurial training for students. JA expanded internationally in 1989, and has been working in Jamaica since 2008. In Jamaica, JA curriculum in hearing schools has been taught as an extracurricular activity by volunteers and mentors who serve as both community role models and teachers for their students.

Global Deaf Connection (GDC) is a non-profit organization based in St. Paul, Minnesota. GDC strives to increase social, economic, and educational opportunities for deaf people in developing countries. GDC works to provide equal access to education and employment by providing academic and vocational instruction to the deaf community. GDC primarily works in the Caribbean and Africa.

JAJ and GDC united in 2011 to adapt the JA curriculum in an inclusive and non-discriminatory fashion for deaf and hard-of-hearing students in Jamaica. This program, titled *Supporting Workforce Development and Training in Jamaica*, is supported by the Government of Jamaica as a means of complementing the educational development of disabled students in Jamaica with practical workforce readiness knowledge and skills. A student evaluation team from the Humphrey School of Public Affairs conducted a mid term evaluation in 2012. This team was an integral part of the midterm program evaluation process required by USAID. JAJ is funded by USAID but also receives in-kind contributions from the MoE, JAD, CCCD, and Sandals Foundation.

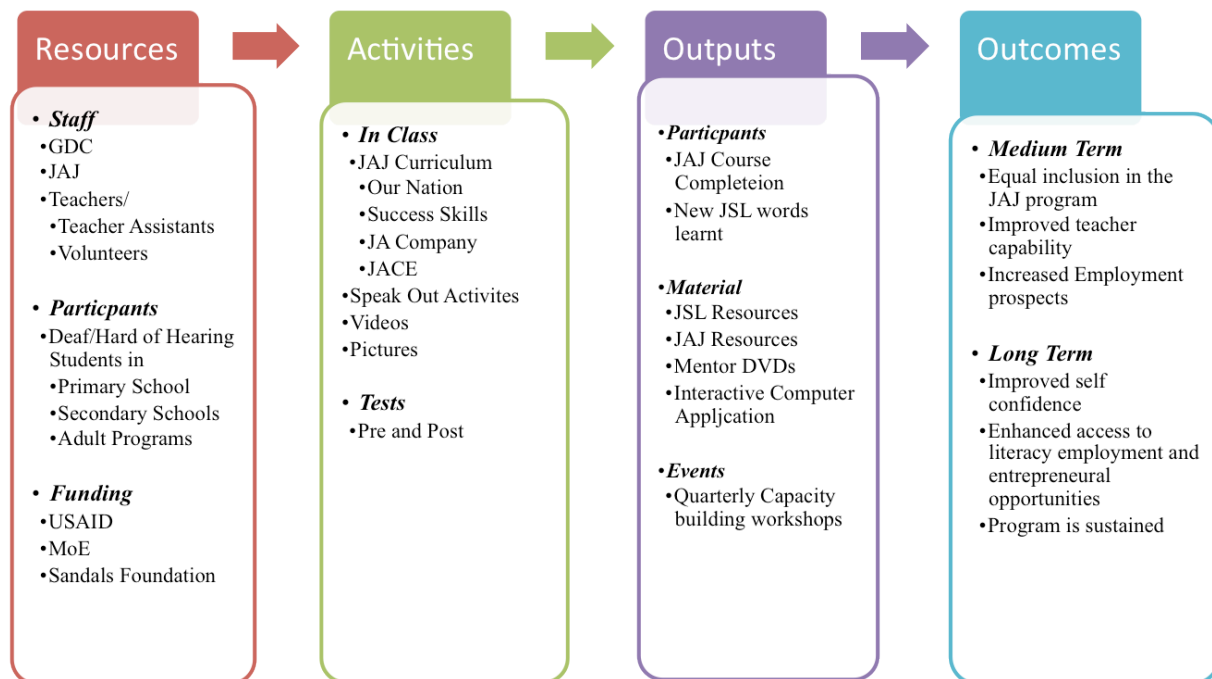
The curriculum is provided by JAJ and has been modified with technical support from GDC. It is designed to promote workforce readiness and financial literacy for students in primary and secondary school. Curriculum is divided by subject matter into multiple lesson modules that prepare deaf students to participate in Jamaica's economy after graduation. The curriculum includes a wide variety of educational media, including sign language references, storybooks, classroom posters, videos, and classroom activities.

JAJ and GDC continue to translate JA's curriculum into video forms, which better illustrate curriculum concepts to deaf and hard-of-hearing students. The material presented in the videos is translated into Jamaican Sign Language (JSL) by deaf actors in order to help build a standardized sign language among Jamaica's deaf and hard-of-hearing students, something that is not yet present in Jamaican schools. The intent is to provide a logical connection for students between written English words, Jamaican Sign Language signs, and the workforce readiness

concepts from the JA curriculum. These lessons can then be taught in individual module form, or adapted to fit in with other curriculum mandated by Jamaica's Ministry of Education. The JA curriculum is designed to be applied across a wide range of educational topics in order to reinforce curriculum concepts.

The adaptation of JA curriculum into both written and visual mediums has built the capacity of educators by improving the standardization of JSL and has created materials that logically link JA's workforce readiness concepts with JSL signs and written words. The result is a varied curriculum package of workforce readiness, financial literacy, and entrepreneurial skills that can be self-sustainable in Jamaica's deaf and hard-of-hearing schools beyond the program's implementation and funding period. Table 2, below, is the logic model that illustrates JAJ and GDC's activities.

Table 2: Logic Model



Section 7: Purpose of the Evaluation

The purpose of this report is to conduct a final evaluation of the *Supporting Workforce Development and Training in Jamaica*, which is a USAID funding requirement. Information gathered from the team's fieldwork will determine if the program has been implemented in an all-inclusive, non-discriminatory fashion that produces results for deaf and hard-of-hearing students in Jamaica. We will also seek to determine whether the project's objectives were achieved, the program's best practices, and whether or not the program can be successfully replicated in other countries.

The team developed five main questions to guide the evaluation process:

1. To what extent (how much and how well) was the Phase 2 implemented?
2. What were the project's best practices?
3. Is this project sustainable?
4. Is this project replicable?
5. To what degree was the program beneficial?

Section 8: Research Design and Evaluation Methodology

This section details the team's methodology for collecting and analyzing data, as well as limitations to data collection.

This external evaluation uses multiple qualitative methods that examine the goals of the program and its intended results. The evaluation design includes primary document research, individual interviews, group interviews, and participant observations of curriculum delivery and educational facilities.

The evaluation team travelled to Jamaica from March 14 - 22, 2014 to meet with the stakeholders involved in the delivery of this program and collect relevant data about program operation. The team's methodology is detailed in the following paragraphs:

Gathering Information

The team examined Junior Achievement's material, JAJ/GDC's proposal to USAID for a second phase of the project, quarterly reports provided by GDC, and the midterm evaluation report conducted in March, 2012. The team also reviewed relevant literature on the World Wide Web and publications from the Jamaican Association for the Deaf to better understand the broader Jamaican context.

Stakeholder Analysis

The team conducted a thorough stakeholder analysis to learn more about the program and those involved in it. The analysis includes both internal and external program stakeholders who provide services, receive services, or support program operation. The stakeholders include the Deaf Culture Facilitators (DCFs), teachers, principals, students, Junior Achievement Jamaica staff, USAID, MoE, and Sandals Resort Foundation.

Interview Questions

The team created a set of 8-12 questions for each of the above-listed stakeholders. The questions ask about strengths, weaknesses, and level of stakeholder's satisfaction of the program, suggestions for improvement, and information related to the interviewee's role. All interview questions are included in Appendix A.

Interviews and Recording

The team travelled to ten schools for deaf and hard-of-hearing students and one hearing school to interview DCFs, teachers, students, and principals, and to various offices in Kingston to interview JAJ staff, USAID, MoE, and Sandals Resort Foundation. The team began each interview by reading an introduction to the interview (Appendix A) to the interviewee, which intends to set the interviewee at ease and ensure him or her that all responses will remain confidential. The interviews were recorded with an electronic recording device and hand-written notes for future clarification. Most interviews were conducted by two interviewers from the

team and with the help of Jamaican Sign Language interpreters, who were provided by GDC. The team conducted a total of 51 interviews, including eleven facilitators, nine teachers, four principals, 23 students, and one representative from each of the following organizations: MoE, USAID, JAJ staff, and Sandals Resort Foundation. Table 3 illustrates the number of interviews the team conducted with each type of stakeholder.

Table 3: Number of Interviews with Stakeholders

Role	Facilitator	Teacher	Principal	Student	MoE	USAID	JAJ staff	Sandals Foundation
Number of Interviewees	11	9	4	23	1	1	1	1

Transcription and Qualitative Analysis

The team transcribed all interviews from an audio format to text. Each interviewer transcribed his or her own interviews to minimize the number of errors while entering data. The team then analyzed the transcribed interviews using Nvivo, which is a computer software that assists users to organize, classify, sort and arrange qualitative information and to examine relationships in the data.

Interpretation and Report

Many themes emerged from the team's qualitative analysis of the interviews. These themes were later examined for similarities and differences and interpreted by the team. The team examined these themes to process the findings and develop recommendations.

Participant Observation

The team conducted two participant observations of curriculum delivery. These observations provided in-depth information regarding actual JA curriculum delivery. In addition, this process helped the team better understand the roles of each actor and the level of interaction between them, as well as student participation levels and technology use in the classroom.

Limitations

The team encountered several limitations with this evaluation. First, the sample size is too small to generalize findings to a wider population. Second, there is a lack of data for quantitative analysis. Third, because this program is only three years old, it is impossible at this time to determine the employment outcomes for students who have learned the JA curriculum. Fourth, there is the potential for some bias in translations. For most interviews, the JSL interpreter was independent of the school, but in several cases a teacher served as the translator for students. There is the potential that the presence of a teacher might cause a student to change his or her responses in some way.

Section 9: Findings

This section of the report will identify the key findings of the program based on its short-term objectives. The team did not review any baseline data, which was part of the first objective. The findings in this section correspond to the objectives that were outlined earlier in the report, beginning with the second objective.

Objective 2: Create Jamaican Sign Language resource materials

Class Material

Teachers appreciate that the curriculum material is compact and doesn't require additional time to prepare for lessons. They felt that materials are useful and thorough. Teaching materials include a sign language reference book for teachers, student workbooks, DVDs to illustrate stories, and pictures and charts for visual reference. Respondents stated that their students are visual learners, and the materials help students understand concepts from the curriculum. Respondents also stated that children greatly enjoy the curriculum material and the curriculum concepts. Five out of thirteen teachers and DCFs indicated that students understand the concepts during class, while the remaining eight stated that their students require additional time and class tutoring to grasp the concepts. Teachers explained that students learn the curriculum slowly for the following reasons:

- Deaf students are slow learners and may not learn as quickly as their hearing peers
- Vocabulary is new to students
- When JA curriculum is taught at the end of the school day, students are less attentive because they are tired or bored

Computer Application

According to the Phase 2 proposal presented to USAID, an interactive computer application (app) will be created and will provide further JSL materials for deaf schools. This app intends to help students understand new JAJ curriculum vocabulary. The app is not yet completed, but JAJ staff indicated that the app is still a major deliverable of the program and will be created in the near future.

Objective 3: Build capacity of teachers of the deaf, JA staff, and USAID-Jamaica staff

Prior to commencing the curriculum, each teacher and DCF attended at least one workshop to learn how to deliver the JAJ curriculum. Workshops are taught by JAJ and GDC staff. Teachers felt that the training was thorough and sufficient. They also appreciated that JAJ staff was readily available to answer questions regarding the curriculum, even after teachers completed the training workshops. The workshops and continued availability of JAJ and GDC staff improved the capacity of the teachers to deliver the curriculum.

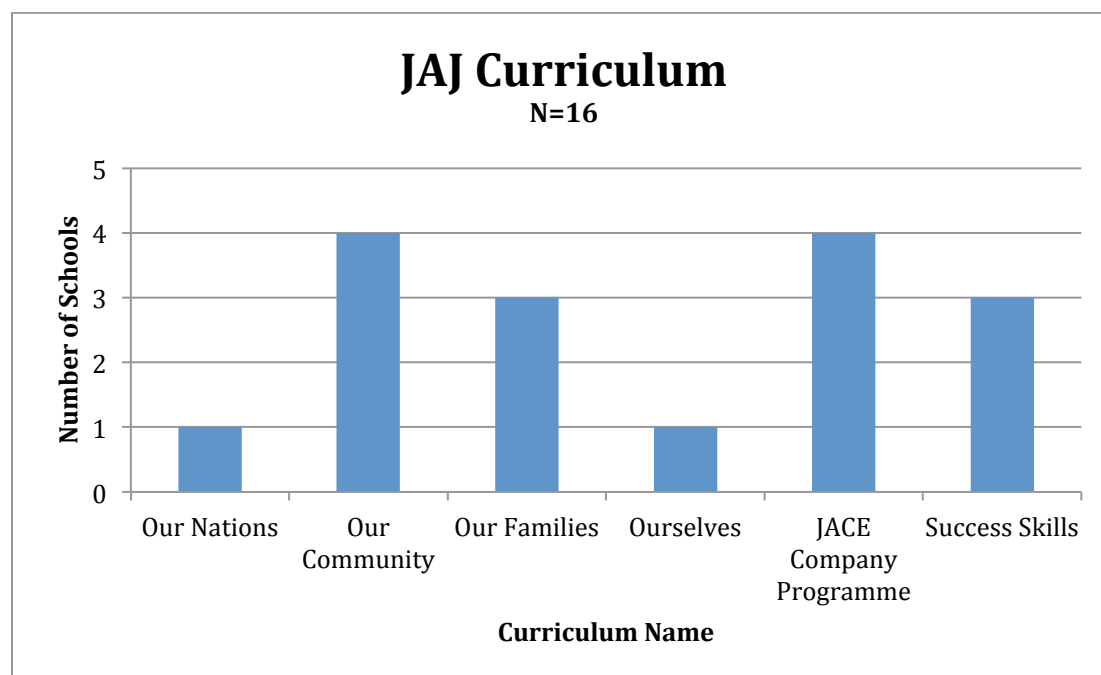
In addition to specific training on the curriculum, GDC provided training to JAJ, USAID, and Sandals Foundation staff on how to interact with the deaf and hard-of-hearing population. This was a significant milestone, specifically for the Sandals group. As a result of this training, as well as instruction in JSL, Sandals Negril in Westmorland was able to accommodate “the Caribbean’s largest recorded organized group of deaf American tourists...”¹⁴ This training also aids the overall sustainability of the program, as individuals who have been trained are now able to pass on that knowledge to others in their working environment.

Objective 4: Include deaf and hard-of-hearing children and youth in the JAJ program

There are currently 10 deaf and hard-of-hearing schools and two vocational institutions in Jamaica. These schools and institutions are teaching the following JAJ curriculum (Chart 1).

- JA Our Community
- JA Ourselves
- JA Our Nation
- JA Our Families
- JA Company Program
- JA Success Skills

Chart 1: Number of deaf and hard-of-hearing schools completing JAJ curriculum*



*Some schools teach more than one curriculum

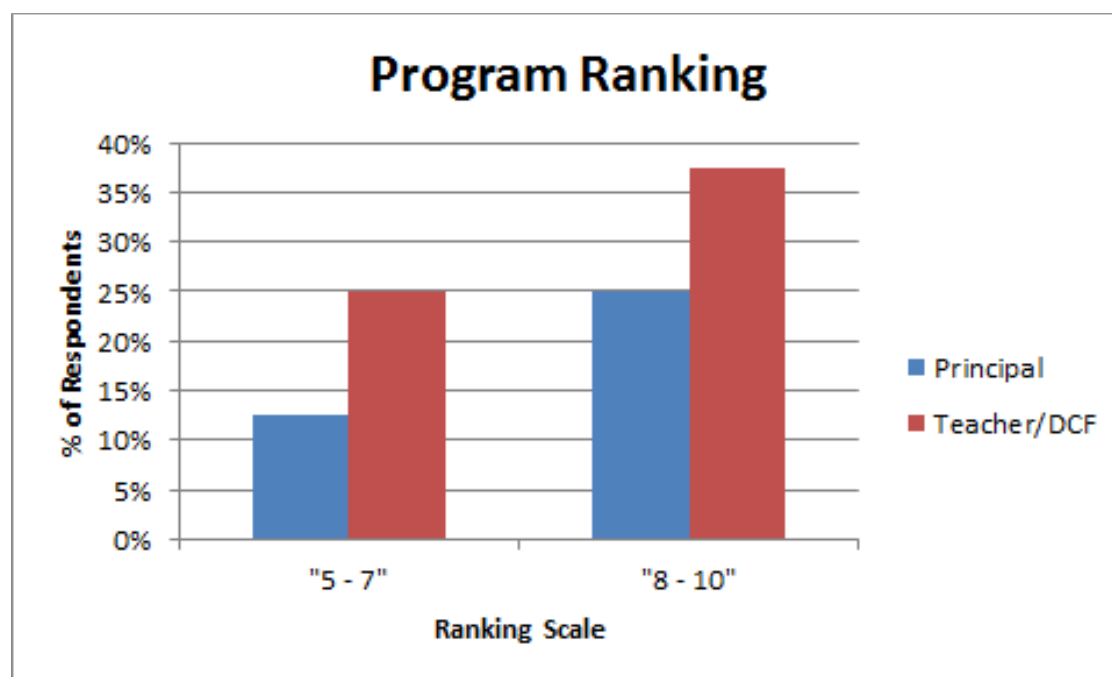
¹⁴ "Deaf tourism growing and Sandals is listening - News ..." 2013. 16 May, 2014
 <http://www.jamaicaobserver.com/news/Deaf-tourism-growing-and-Sandals-is-listening_15642163>

One primary school did not teach any JA curriculum in the 2013-2014 school year because they did not have enough human resources. This school, however, taught the curriculum in previous years.

Ranking of JAJ Curriculum

The team asked interviewees to rank the JAJ curriculum on a scale of 1 (ineffective) to 10 (very effective). Many of the respondents ranked the program highly, and nobody ranked the curricula below 5. As shown below in Chart 2, over 35% of teachers and 25% of principals ranked the JA curricula between 8 and 10. They explained that the program provides long-term benefits to students, as it focuses on the needs of deaf people and teaches them to prepare for future employment.

Chart 2: Ranking of JAJ Program



Curriculum Implementation

10 deaf and hard-of-hearing schools currently teach JAJ curriculum (see Appendix C). According to teachers, the school principals decide the time of day the curriculum is taught. Four teachers indicated that they teach their curriculum at midday, while three teachers indicated that they teach after school, as an extracurricular activity. Only one teacher said she teaches the curriculum in the morning. One principal explained that primary school teachers (grades 1-6) have flexibility to determine the time during the day when they teach JA curriculum because those classes have only one teacher. That teacher is able to arrange the class schedule to make time for the JA curriculum. High school classes (grades 7-11) are divided into specific time

periods and a different teacher teaches each subject. This schedule does not accommodate the JAJ curriculum as easily because the teacher needs to choose between teaching JA curriculum and the class that is regularly scheduled during that time. In high schools, JA curriculum is thus often taught after school.

Curriculum Modification

The curriculum material is prepared in such a way that it is immediately ready to be taught and doesn't require teachers to spend extra time preparing lesson plans. The curriculum materials include various stories and pictures that enforce curriculum concepts. However, teachers state that some of the stories and curriculum aids are culturally inappropriate for students, so they modify stories and materials to create examples that are more culturally relevant. One teacher gave the following example of cultural inappropriateness: "...if it is not relevant to our culture we have to change it, like the carnival. To our students they might see it as the regular [road march] but to the story it is a school fair." The evaluation team also reviewed the curriculum material and determined that it reflects mainstream U.S. culture.

Objective 5: Mentoring for deaf and hard-of-hearing students

According to the mid-term report, the mentorship component of the JAJ program is essential to the program. The initial intention was for "successful" local deaf or hard-of-hearing individuals to serve as mentors. They would regularly visit the schools and speak about their life and provide inspiration to the students. These local individuals generally expressed interest in participating, but their busy schedules prevented them from committing to the program. JAJ staff modified this component of the program in two ways. First, JAJ hosted deaf volunteers from the U.S. and Canada. These volunteers visited deaf schools to give motivational talks that are intended to build the students' self esteem. JAJ staff states that students enjoyed the visits from deaf volunteers, but students might not relate very well to deaf people from foreign countries. Second, JAJ staff recruited several successful deaf Jamaican adults to tell their stories to deaf students. The intent is that students will better relate to local deaf mentors and the challenges they faced. These stories were recorded on video, but had not yet been distributed to the schools when the team conducted field research in Jamaica.

Objective 6: Monitoring and Evaluation

Student Progress

Teachers are required to conduct a pre-test to evaluate students' prior knowledge of curriculum concepts. A post-test is conducted at the end of the curriculum. The teachers normally send test results to the JAJ staff at the end of the curriculum, but this is not consistent across schools. This is the only form of monitoring student progress that is required, but some teachers indicated that they have seen marked differences in their students as a result of the program.

Relationship

The relationship between the schools and JAJ/GDC is integral to the success of the program. The relationship usually starts when JAJ/GDC staff approach principals to discuss the benefits of the program to the students. This initial contact is important, as the program is voluntary and school administrators often perceive this as an additional strain on the teachers' time. Once a school commits to teaching the curriculum, teachers attend a one-day workshop, where they learn how to teach the curriculum and utilize the course materials. School principals indicated that JAJ staff keeps regular contact with them via telephone, email, or school visits, which ensures smooth implementation of the course. On average, JAJ staff contacts each school once every two weeks.

Program Strengths and Weaknesses

Strengths

The curriculum provides positive personal and professional development for students. The program teaches soft skills such as interview preparedness and resume writing. It also teaches entrepreneurship skills that are important for creating their own businesses in the future. The program also teaches fundamental life skills that promote personal well being, such as saving money and differentiating needs and wants.

Teachers also felt that the material's design was practical and ready for use. Teachers appreciated that they did not have to take time out of their tight schedules to spend time developing materials for the JA curriculum.

Teachers and DCFs indicated that class activities are a valuable asset to the curriculum. The activities bring a level of practicality to the concepts. Children are more engaged with their education through these interactive methods. They are also able to better understand and remember the concepts.

Weaknesses

Some of the stories were based on U.S. culture and context. Jamaican students struggle to translate these stories to a Jamaican context.

Many respondents said that the class time allotted for JAJ curricula is insufficient. Some curriculum concepts are difficult for the students based on their current level of educational performance. Teachers also said that some vocabulary is difficult for their students to understand because of a lack of accompanying signs.

Section 10: Best Practices

This section of the report will outline the best practices of this project. Best practices are the most effective and essential portions of the program that contribute to successful implementation and results.

Partnership with an Organization with Deaf Expertise

Junior Achievement Jamaica's partnership with Global Deaf Connection is key to the success of this program. JA's curriculum had been successfully implemented in hearing schools in Jamaica, but technical expertise was necessary for translating and adapting the curriculum to fit schools for deaf and hard-of-hearing students. Global Deaf Connection provided the requisite expertise in this area and their staff and experience are invaluable to the success of this program.

Flexible Curriculum Delivery Time

Teachers in many of the deaf and hard-of-hearing schools, particularly CCCD schools, have the flexibility to determine when to teach JA's curriculum during the school day. This allows for modification of the curriculum in order to fit it into the school day. It also allows teachers to use entire curriculum modules or portions of modules in other lessons during the school day. Teachers and administrators expressed both the importance of reinforcing JA curriculum lessons in other classes, as well as the desire to mix the JA curriculum with their regular lesson plans when possible. One teacher said, "we want them to take on those new words and use them in other classes and continue in their own lives because when they learn this new word here, if they don't get a chance to use it again then they won't remember it." Reinforcement of JA curriculum topics is an important part of the learning process and flexibility in delivery of the curriculum strengthens this.

Use of Visual Media

The use of visual media in teaching deaf and hard-of-hearing students is an essential part of the learning process. One teacher commented, "If they enjoy the visuals they will have an easier time understanding the concepts." JA's curriculum rightly recognizes the importance of this and utilizes a number of visual learning aids in their curriculum. Each module comes with colorful pictures and wall maps that are used to explain curriculum concepts. Additionally, students make their own visuals, such as pictures and paintings, to be displayed around the classroom and school in order to reinforce concepts. JA is still in the process of transferring curriculum modules into DVD form; however, the modules that have been transferred into DVD lessons are impressive. The DVDs feature deaf actors presenting the lessons from the curriculum books. The students can relate to deaf people in the videos, and this medium provides a fun and different learning method.

Continuous Follow-up with Schools

JAJ and GDC staff highly values the importance of cultivating a close personal relationship with the schools that their curriculum serves. JAJ and GDC staff is highly professional and conduct site visits and observations with deaf and hard-of-hearing schools on a regular basis. The result of this conduct was evident during the team's site visits. Teachers, administrators, and students recognized JAJ and GDC staff and had a highly productive working relationship with them. JAJ and GDC recognize the importance of continuous follow-up with schools to monitor the effectiveness of JA curriculum, and clearly value building a relationship of trust with the schools in order to foster sustainability of JA's curriculum.

Utilization of Deaf Community Resources

The use of established deaf community resources within Jamaica is an important aspect of JAJ and GDC's efforts. JAD administers a number of the deaf and hard-of-hearing schools in Jamaica, so it is necessary to have a relationship with them to implement the curriculum in their schools. JAJ and GDC take this relationship one step further by using a number of JAD advisors who serve as liaisons within the deaf community. These advisors are deaf themselves and act as a conduit between the larger deaf community and JAJ, outside of just the relationship between JAJ and a particular school. These advisors listen to issues of importance or concerns within the deaf community and pass that information along to JAJ. As one JAD advisor commented, "anything that is happening in the community that JAJ needs to know, I share with them." This conduit is a key part of building the relationship between JAJ/GDC and the local deaf community.

Use of Deaf Culture Facilitators

DCFs are essential to the learning process for deaf and hard-of-hearing students. DCFs help teach and reinforce concepts with students, and also act as an additional set of eyes for teachers in the classroom. Students who are taught by a hearing teacher may especially benefit from having a DCF in their classroom. The hearing teachers who teach deaf and hard-of-hearing students are experienced and devoted teachers, but it may be difficult for them to fully understand the challenges that deaf and hard-of-hearing students face.

Utilization of Ministry of Education in Planning and Implementation

Approval from the MoE is a requirement for JA curriculum to be used in schools that are administered by the Ministry. JAJ and GDC provide the ministry with updates regarding curriculum use in schools and changes to the curriculum, and regularly conduct planning meetings with the Ministry. JAJ and GDC also serve as a conduit between the MoE and JAD to address issues facing the deaf community.

Section 11: Recommendations

This section will discuss recommendations for replicating a similar inclusion program in another country and recommendations for sustaining the current program in Jamaica. Recommendations for replication of this program or a similar program are intended for Global Deaf Connection and Junior Achievement (or similar organizations that may attempt an inclusion program of this kind in another country), as well as USAID and the Sandals Foundation. Recommendations for sustainability in Jamaica are intended for Junior Achievement Jamaica and the Sandals Foundation.

Recommendations for Replicability

Cooperation of Governing Authority for Education

Interviews with teachers and members from JAD showed that the flexibility to deliver JA curriculum within MoE curriculum guidelines was an important part of strengthening student understanding with the concepts. In this respect, cooperation and relationship development between a country's governing authority for education and schools is key for the development and implementation of this or similar inclusion projects in the future. The governing education authority must support the program and stress to school administrators and teachers in their jurisdiction the importance of such inclusion programs and the positive effects they have on students. Further, the governing authority must communicate with schools the importance of the curriculum and allow for a flexible schedule to ensure that teachers are able to comfortably fit the Junior Achievement curriculum into their weekly routine.

Cultural Relevance

Interviews with teachers and administrators yielded a widely shared concern that the curriculum was not always culturally relevant for Jamaican children. The midterm evaluation team found this to be a significant concern of program stakeholders in 2012 as well, and it is apparent that this is a persistent problem. It will be necessary to maintain cultural relevance in didactic materials, instruction, and classroom activities in any context where this program is replicated. While it may not be financially feasible for all aspects of program material to maintain a culturally relevant approach, any replication or use of best practices of this program should ensure that all materials and visuals allow for active learning and use examples that fit into the cultural context of that country. Teachers should also maintain a culturally relevant approach and all in-class activities should utilize culturally relevant examples that facilitate a comfortable learning environment.

Collaboration Between Implementers and Established Deaf Community

It is clear from interviews with JAD and JAJ staff and advisors that a strong relationship built around trust was required to implement this program in deaf and hard-of-hearing schools. Establishing a strong working partnership with local deaf and hard-of-hearing groups

will lend credibility to the replication of similar inclusion projects. The implementer of any such project needs to identify leaders in the established deaf or hard-of-hearing community and work with them to develop the program. Working with champions in the deaf and hard-of-hearing community will lend credibility to the new initiative and also help develop a mentorship program between students and members of the deaf community. Alternatively, a mentorship could include high school students and students who have just entered the JA program.

Empower Schools

Implementers who choose to replicate this program or its best practices need to ensure that schools are empowered to act on their own to improve the program in their schools. Schools should be allowed the freedom and flexibility to teach the JA curriculum at times that work best for their schedules. The governing educational authority and principals should encourage teachers to modify the curriculum in ways that encourage student comprehension.

The governing educational authority should also hold trainings of deaf education curriculum for teachers. Providing professional development through trainings will update teachers' education and encourage the sharing of ideas for improvement. Since funding may be limited for the replication of such a project, schools should also be encouraged to independently fundraise for inclusion projects. Fundraising projects will empower schools and also provide additional revenue sources for achieving project goals.

Recommendations for Sustainability in Jamaica

Curriculum Choice

Teacher respondents listed disparities between a student's level of education and their age or grade level as a concern with the curriculum. Jamaica faces a significant problem in terms of identifying deaf and hard-of-hearing children at an early age and placing them in an appropriate school. This leads to significant gaps, especially in literacy rates, in student education across all age groups and grade levels. JA curriculum modules are designed for specific age groups in specific grade levels; however, these are not always appropriate for the deaf community. For example, curriculum intended for primary school students may actually be more appropriate for a fifteen year old because of the gaps in his or her knowledge. A number of teachers listed this as a concern, with one commenting that "my class is grade six but a special grade six in that they don't function at the regular level, they function at grade two or three so I have to modify all the modules, retype it and redo it for them to learn." Teachers should choose JA curriculum based on the current level of understanding of their students, rather than grade level or age of the students.

Additional Sign Language Resources

Teacher respondents listed the lack of sign language glossaries as a shortcoming with this curriculum. One teacher commented that teachers would like to have "more books with definitions and books with some more of the signs in it." Signing glossaries could include

multiple signs for key words and concepts for each curriculum module, given that the lack of standardized JSL may produce multiple signs for a word depending on where the student is from. Additionally, these glossaries could be reproduced in video form to provide another visual medium for students.

Improve Curriculum Monitoring Process

Teachers currently conduct pre- and post-tests for students to measure curriculum progress; however, the amount and type of student testing during the actual teaching period of the curriculum is left up to the discretion of the teachers. This can lead to different levels of evaluation both across the deaf and hard-of-hearing schools but also between classrooms within a school, making it difficult for teachers to properly measure student progress. Tests of student progress should be standardized across all schools, and teachers should administer tests at the completion of each module. The manner of this testing should also be standardized to provide better comparative results across schools.

Encourage Teachers to Address Cultural Relevance

One common critique of JA's curriculum is that it is not culturally relevant for Jamaican audiences. One teacher commented "for Jamaica, give us some things that we can relate to, one size doesn't always fit all so if you want it to work better in Jamaica we need something we can relate better to." While JAJ recognizes this is a valid critique of their curriculum, funding is a barrier to addressing this issue. It is too expensive to reproduce JA's entire curriculum specifically for Jamaican students. Teachers must therefore use the curriculum that is already created and provided by JA. Given this program limitation, teachers should be encouraged to actively modify JA curriculum and lessons to ensure cultural relevance. For example, when the JA curriculum instructs students to draw a circus, teachers could instruct students to draw a carnival instead. Teachers need to have encouragement and flexibility to modify curriculum in cost effective and creative ways to make it more culturally relevant, and thus engaging, for Jamaican students.

Section 12: Conclusion

The JAJ team successfully implemented the program in all deaf and hard-of-hearing schools in Jamaica. This implementation was done in an inclusive and non-discriminatory manner, as is evident by the fact that deaf and hard-of-hearing students are now included in the Junior Achievement program. The team found that the program is beneficial to participants, who feel that students have greater opportunities to participate in the labor market or start their own businesses.

The program has a prosperous future because it emphasizes school ownership and stakeholder engagement from both public and private sectors. Schools have readily accepted the program for deaf and hard-of-hearing students, and principals continue to provide their students with the curriculum. The training provided to relevant stakeholders builds the sustainability of the program, as they are now able to teach others what they have learned. This program also builds a strong foundation for further policy changes that could benefit the deaf and hard-of-hearing community. The program reveals the needs of the deaf and hard-of-hearing community and builds the group's capacity to demand adequate social services from the government.

Furthermore, based on the identified best practices, the program is also viable in other countries that may desire an inclusion program. However, implementers will need to tailor the program for the specific needs of the proposed country.

Further challenges include securing additional funding and increasing partnerships with the corporate sector. However, JAJ staff, as well as the MoE, plans to move forward with the program, and JAJ is already seeking further assistance for activities that still need to be developed.

Section 13: Appendices

Appendix A: Stakeholder Interview Questions

Interview Introduction:

Thank you for taking the time to sit with us. My name is _____ and with me is/are _____. This interview is a part of an external evaluation being carried out on the Junior Achievement Work Readiness Program for Deaf/Hard-of-hearing Schools in Jamaica. This interview will last no more than ____ minutes. All information provided will be strictly confidential. Your name and personal information will not be disclosed at any time. Do you have any questions before we begin?

JAJ:

1. To what degree do you think that the project was implemented?
 - a. What were your expectations?
 - b. What are the challenges of implementing this project?
 - c. How do you rate the success of the implementation (rank 1-10)?
 - d. List the successes of the program thus far
 - e. How many people have completed the curriculum?
 - f. How many graduates of the program are employed?
2. Do you feel that you have been able to implement it in a non-discriminatory and inclusive manner?
3. Have you observed any cultural differences in implementing JAJ's curriculum?
 - a. If yes, what steps have been taken to improve the curriculum delivery?
4. What's the next step, after the completion of phase 2?
5. Do you foresee any funding sources beyond this program's funding?
 - a. Can the program be sustained without any external funding?
6. To what extent do you interact with GDC?
 - a. How often?
 - b. What is the nature of the interaction? Meetings, email...etc.?
7. To what extent do you interact with schools?
 - a. How often do you visit?
 - b. Has occurrence of visits changed over time?
 - c. Do you visit some schools more than others?
 - d. What training, if any, do you provide for teachers?
 - e. How do you see the role of teachers in implementing the curriculum?
 - f. What training, if any, do you provide for DCFs/teaching assistants?
 - g. How do you see the role of DCFs/teaching assistants in implementing the curriculum?

8. To what extent do you interact with Ministry of Ed?
 - a. How often?
 - b. Nature of the interaction? Meetings, email, etc.?
 - c. Is there a specific point person for this project?
 - d. Do you see the Ministry taking on a larger role in this program in the future?
9. To what extent do you interact with USAID?
 - a. How often?
 - b. Nature of the interaction? Meetings, email, etc.?
 - c. Are you required to meet with them?
10. To what extent do you interact with volunteers?
 - a. What training, if any, do you provide for them?
 - b. How do you see the role of the volunteers?
11. Could you replicate this project in another context?
 - a. Region?
 - b. Disability group?
 - c. Are cultural changes to the curriculum necessary to do this?

USAID Jamaica:

1. What's your level of interaction with GDC?
 - a. What is the nature of your interactions? Meetings, email, etc.?
2. What's your level of interaction with JAJ?
 - a. What is the nature of your interactions? Meetings, email, etc.?
3. What's your level of interaction with the Ministry of Ed?
 - a. What is the nature of your interactions? Meetings, email, etc.?
4. Have you received any training under this program?
 - a. If yes how has it served you in the program?
 - b. Would you consider it sufficient?
5. How much funding does USAID provide to Jamaica?
 - a. Education related?
 - b. Disability?
 - c. Deaf?
6. GDC funding
 - a. How much funding did you provide to the GDC for the 2nd phase of this project?
 - b. Do you provide a lump sum to GDC?
 - c. To what extent do you determine the allocation of funds within the program budget?
 - d. Would you consider funding this for a third phase?

Ministry of Education:

1. Program
 - a. What were your expectations for this program?
 - b. What are your expectations following the completion of phase 2?
 - c. How do you rate the success of the implementation (rank 1-10)?
 - d. What are the successes of the program?
 - e. What are the challenges of implementing this project?
 - f. Do you monitor employment rates for students who have completed JAJ curriculum?
 - g. If so, how many graduates of the program are employed?
2. What benefits have you observed from this program?
3. Resources
 - a. What assistance do you provide? (Funding/technical)
 - b. Will this assistance continue once the project is completed?
 - c. If so, what?
 - d. What percentages of resources are allotted to deaf schools?
 - i. Has this increased/decreased over time?
4. What is your level of oversight with JAD and CCCD schools?
 - a. What is the nature of your relationship to CCCD?
 - b. What is the nature of your relationship to JAD?
5. Are there any deaf schools governed by the Ministry of Ed?
6. What is the nature of your relationship to JAJ?
 - a. How often do you meet with representatives from JAJ?
7. What is the nature of your relationship to GDC?
 - a. How often do you meet with representatives from GDC?
8. What is the general nature of your relationship to USAID?

Sandals Resort Foundation:

1. Why did you get involved with JAJ/GDC?
2. What were your expectations of this program?
3. What is your role?
4. Will you continue to support this program in the future?
5. Do you do site visits?
6. How does this program relate to your mission of...?
7. Do you have any deaf employees?
 - a. Were they given training under the program?
8. What benefits do you see of this program?
 - a. If any, do you want to see the program continue?
 - b. If any, where do you see areas for improvement to be in this program?
 - c. What are the greatest strengths of the program?
 - d. What would you change about the program?

JAD:

1. How did you decide to institute JAJ's program in CCCD Schools?
2. Can you describe the process of implementation of JAJ's curriculum in your schools?
 - a. What were your expectations?
 - b. What are the challenges of implementing this project?
 - c. How do you rate the success of the implementation (rank 1-10)?
 - d. List the successes of the program thus far
 - e. How many people have completed the curriculum?
 - f. How many graduates of the program are employed?
3. Curriculum
 - a. To what extent (if any) have you modified JAJ curriculum?
 - b. To what extent (if any) have you modified JAD school curriculum?
4. To what extent do you interact with JAJ?
 - a. How did this partnership begin?
 - b. What is the nature of your interactions? Meetings, email, etc.?
 - c. How often does a JAJ representative visit your school?
5. To what extent do you interact with GDC?
 - a. How did this partnership begin?
 - b. What is the nature of your interactions? Meetings, email, etc.?
 - c. How often does a GDC representative visit your school?
6. To what extent do you interact with the Ministry of Ed?
 - a. What is the nature of your interactions? Meetings, email, etc.?
7. To what extent do you interact with CCCD and CCCD schools?
8. What resources are you currently contributing to the project?
 - a. Financial?
 - b. Personnel?
 - c. Other?
9. Are you planning to continue providing any resources following the completion of phase 2?

Principals:

1. Why did you choose to have this program at your school?
 - a. How do you perceive your role in this program?
2. What benefits do you see of this program?
 - a. How do you rate the success of the implementation (rank 1-10)?
 - b. If yes, do you want to see the program continue?
 - c. If yes, where do you see areas for improvement to be in this program?
 - d. What are the greatest strengths of the program?
 - e. What would you change about the program?
 - f. Where do you see areas for improvement to be in this program? What are your recommendations?

3. How do you see the future of this program at your school?
 - a. Do you plan to continue the program?
 - b. If yes, would you change the program in any way?
 - c. If no, what are the reasons for not continuing it?
4. What feedback have you heard from your teachers on their ability to incorporate the curriculum into a normal school day?
 - a. What have the teachers said about the program?
 - i. Implementation?
 - ii. Challenges?
 - iii. Benefits?
 - iv. Suggestions for improvement?
 - b. What do you think of your teacher's ability to teach this curriculum?
 - c. How much of the curriculum have you seen delivered?
5. To what extent do you interact with JAJ?
 - a. Where did your relationship begin?
 - b. What is the nature of your interactions? Meetings, email, etc.?
 - c. How often does a JAJ representative visit your school?
6. To what extent do you interact with GDC?
 - a. When did your relationship begin?
 - b. What is the nature of your interactions? Meetings, email, etc.?
 - c. How often does a GDC representative visit your school?

Teachers:

1. What JAJ curriculum do you use?
 - a. When/what days do you teach the curriculum?
 - b. When did you begin teaching this?
 - c. Where are you in the curriculum?
 - d. Do you like the curriculum?
2. Have you been able to implement the curriculum in the time allotted?
 - a. Is it a sufficient amount of time?
 - b. How do you fit this in with your regular curriculum?
 - c. Are you modifying the curriculum in any way?
 - d. What kind of training has been provided to you for this curriculum?
3. How well do you think students understand the concepts?
 - a. Do you test the students' progress?
 - i. If so, what methods do you use to test progress?
 - ii. How frequently?
 - b. Do you want to see the program continue?
 - c. How do you rate the success of the implementation (rank 1-10)?
 - d. What are the greatest strengths of the program?

- e. What would you change about the program?
- 4. Do you work with a DCF/teaching assistant in your classroom?
 - a. How are responsibilities divided between teachers and DCFs/teaching assistant?
 - b. How do you and the DCF/teaching assistant balance your responsibilities in the classroom?
 - c. Do you want to change this in any way?
- 5. Sign Language
 - a. Have you had formal training in JSL?
 - b. If yes, how much?
 - c. If yes, how would you rate your competence in JSL?

DCF/Teaching Assistants:

- 1. What's your role?
 - a. How would you differentiate your role from that of the teacher?
 - b. Do you want to change your role in the classroom in any way?
 - c. How do you monitor student progress?
- 2. What, if any, training did you receive for JAJ curriculum?
- 3. Were you involved in both phases of the program?
- 4. Do you think this program is benefitting the students?
 - a. How do you rate the success of the implementation (rank 1-10)?
 - b. If yes, do you want to see the program continue?
 - c. If yes, where do you see areas for improvement to be in this program?
 - d. What are the greatest strengths of the program?
 - e. What would you change about the program?
 - f. Where do you see areas for improvement to be in this program? What are your recommendations?
- 5. Sign Language
 - a. Have you had formal training in JSL?
 - b. If yes, how much?
 - c. If yes, how would you rate your competence in JSL?

All Primary students:

- 1. What's your name?
- 2. What grade are you in?
- 3. How old are you?
- 4. How / Do you like school?
 - a. Who helps you the most in school?
 - b. Who's your favorite teacher?
 - c. Why do you like them?

5. What's your favorite subject?
6. What are you learning in school right now?
7. What do you like to do for fun?
8. What's your favorite food?

Our Families (grade 2-4):

1. Can you tell me a few things you learned in "Our Families?"
2. What do you like most about the class?
3. What do like the least?
4. Who lives in your house?
5. What do they do?
6. What do you want to be when you grow up?
 - a. What does a _____ do?
 - b. Why do you want to be/do that?
7. Which adult do you admire the most?
 - a. Why is he/she your favorite?
 - b. What does he/she do?
8. Needs vs. Wants
 [Show pictures of "needs" and "wants" and have students identify which are needs]

Our Communities (grade 3-5)

1. Can you name a few things you learned in "Our Communities"?
2. Do you have a piggy bank?
 - a. If yes, why do have one?
3. [Show student(s) some money and ask them to identify its value]
4. [Show students the map that accompanies the curriculum]
 - a. Can you show me the policeman? What does he do?
 - b. [Ask students to explain who is on the map and what they are doing]

Our Nation (grade 6)

1. Can you name a few things you learned in "Our Nation?"
2. Do you know what a resume is?
3. Advertisements
 - a. Have you made an advertisement in class?
 - b. What makes a good advertisement?
2. What is a business?

Success Skills (Adults):

1. Why did you enroll in the JAJ Success Skills course?
2. Can you tell us some of the things you have learned from Success Skills?
3. Did you know any of these concepts prior to enrolling in this course?

4. Do you feel the concepts you are learning will make you more employable?
5. Can you rank your satisfaction with Success Skills curriculum on a scale of 1-10?

Secondary Students: JACE

1. Can you tell us some of the things you have learned from JACE?
2. What are some the things needed to start your own business?
3. Did you know any of these concepts prior to taking this class?
4. Do you feel the concepts you are learning give you a better opportunity to start your own business?
5. Did you want to start a business before starting the program?
6. Do you feel the concepts you are learning will make you more employable?
7. Can you rank your satisfaction with JACE curriculum on a scale of 1-10?

Appendix B: Junior Achievement Jamaica Program Descriptions

Primary School

JA Ourselves

Demonstrate helping, working, earning, and saving. Five required, volunteer-led sessions

JA Our Families

Emphasizes the roles people play in the local economy and engages students with activities about needs, wants, jobs, tools and skills, and interdependence

JA Our Community

Explores the interdependent roles of workers in a community, the work they perform, and how communities work.

JA Our Nation

Provides practical information about businesses' need for individuals who can meet the demands of the job market, including high-growth, high-demand jobs. Further, it introduces the concept of globalization of business as it relates to production materials and the need for students to be entrepreneurial in their thinking to meet the requirements of high-growth, high-demand careers worldwide.

High School

Company Program (Junior Achievement Company of Entrepreneurs - JACE)

Consists of students operating a business, while learning the core business skills needed to succeed globally

JA Success Skills

Meets the needs of a diverse group of high school students by providing engaging, academically enriching, and experiential-learning sessions in work-readiness education and career perspectives. Seven required, volunteer-led sessions

Appendix C: Program Tracker

School	Parish	Program Name	Grade Level	Start Date	Curriculum Delivery Day	Curriculum Delivery Time	# of Students
Danny Williams	Kingston	Our Nation	6	Feb. 17, 2014	Monday, Tuesday	1:30–2:30 pm	6
Danny Williams	Kingston	Our Community	3	Jan. 30, 2014	Thursday	12:40–1:15 pm	9
Excelsior Unit	Kingston	Our Community	4, 5	Feb. 18, 2014	Friday	11:00 am	3
LMG	Kingston	Company Program	9+	Nov. 25, 2013	Monday, Wednesday	2:40-3:40 pm	16
CCCD Granville	Montego Bay	Our Families	4	Jan. 8, 2014	Wednesday	2:15 pm	16
St. Christopher's	St. Ann	Ourselves	1	Sept. 24, 2013	Tuesday	3:30-4:00 pm	9
St. Christopher's	St. Ann	Our Families	3	Sept. 24, 2013	Tuesday	3:00-3:30 pm	7
Port Antonio Unit	Portland	Our Community	Multi-grade		Monday	1:00-1:45 pm	6
Maranatha	St. Elizabeth	Our Community	3, 5	Feb. 6, 2014	Thursday	1:00-2:00 pm	
CCCD Knockpatrick	Manchester	Our Families	2, 3		Thursday	11:00 am	9
CCCD Knockpatrick	Manchester	Company Program		Dec. 5, 2014	Thursday	3:00-5:00 pm	18
JCSD	Montego Bay	Company Program		Feb. 3, 2014	Monday	3:00 pm	10
May Pen Unit	Clarendon	Company Program	9+	Jan. 10, 2014	Friday	12:30-2:30 pm	12
Abilities Foundation	Kingston	Success Skills	Adult	Feb. 28, 2014	Friday	1:00-2:00 pm	4
Savanna la mar/Hanover	Negril	Success Skills	Adult	Feb. 20, 2014	Thursday	3:00-5:00 pm	6
St. Elizabeth	St. Elizabeth	Success Skills	Adult	Mar. 1, 2014	Saturday	4:00-6:00 pm	5